

# Red Cliff Early Childhood Center Full Community Assessment 2011-2012



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## Red Cliff Early Childhood Center 2012 Community Assessment

### Part I. Executive Summary

*Chi-Müigwetch to the ECC staff, community, Mary Peterson,  
Jim Pete, Katrina Gordon and Jennifer Bresette for their contributions to this  
and prior Community Assessments.*

The Red Cliff Early Childhood Center (ECC) is funded for both Early Head Start and Head Start program options. Throughout this Community Assessment both programs (Early Head Start and Head Start) will be referred to as the “ECC”. The 2012 Red Cliff Early Childhood Center Community Assessment illustrates key elements of the ECC’s early childhood care and education program and provides accountability to the Red Cliff Tribal Government, the Red Cliff community of families and children it serves, and to the U.S. Department of Health and Human Services. ECC staff will use this information to improve the existing program and guide their future efforts for services to Red Cliff families and children.

The population of the age group that the ECC serves continues to be the fastest growing age group and we will continue to collaborate with the Red Cliff Community Health Center and other county and tribal programs to reduce barriers to these services.

#### Key Findings of the Community Assessment Process

- The need for additional EHS center-based slots to address the need evidenced by waiting lists.
- Increase emphasis on Ojibwe language and culture (in response to community and family input)
- The need for Adult Education: Continue to provide GED classes sited at the ECC for parents and the community. Advocate for the return of the Lac Courte Oreilles tribal community college to the Red Cliff community (decreased opportunity for early childhood education/higher education for potential ECC staff).
- Support the tribe’s efforts to build an early learning, library and immersion center.

The ECC continues to strive to provide relationship, strength and culturally based services to families that we serve. The Office of Head Start conducted a Triennial Review, May 15-20, 2011 of our HS/EHS programs. Our programs were found to be in compliance with all performance standards, laws, regulations and policy requirements; classrooms received higher than the national average on teacher-child interactions.

## Part II. Introduction

The Red Cliff Early Childhood Center (ECC) is funded for both Early Head Start and Head Start program options. Throughout this Community Assessment both programs (Early Head Start and Head Start) will be referred to as the “ECC”. The 2012 Red Cliff Early Childhood Center Community Assessment illustrates key elements of the ECC’s early childhood care and education program and provides accountability to the Red Cliff Tribal Government, the Red Cliff community of families and children it serves, and to the U.S. Department of Health and Human Services. This community assessment is one part of the federal requirements that govern Head Start programs. It includes demographic data and narrative description of the Red Cliff community and of the Early Childhood Center. It also includes identification of Red Cliff community strengths, problems, and needs, as well as identification of the ECC’s strengths, issues, problems, and needs. ECC staff will use this information to improve the existing program and guide their future efforts for services to Red Cliff families and children.

Head Start policy requires that grantees use the information in the Community Assessment to:

- Help determine the grantee’s philosophy, long-range and short-range program objectives;
- Determine the type of services that are most needed and the program option or options that will be implemented;
- Determine the recruitment area that will be served by the grantee;
- Determine the appropriate locations for centers and the areas to be served by home-based programs; and
- Set criteria that define the eligibility criteria of children and families who will be given priority for recruitment and selection.

The Assessment includes the following information:

- The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
- Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;
- The estimated number of children with disabilities, aged four or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
- Data regarding the educational, health, nutritional and social service needs of Head Start eligible children and their families;
- Educational, health, nutritional, and social service needs of Head Start eligible children and by other programs in the community that serve young children;
- Resources in the community that could be used to address the needs of Head Start eligible families, including assessments of their availability and accessibility.

## **Mission Statement of the Red Cliff Band of Lake Superior Chippewa:**

*To promote, plan and provide for the health, welfare, education, environmental protection, cultural preservation and economic well being of Tribal Members and to protect Treaty Rights now and in the future.*

## **Mission Statement of the Red Cliff Education Division:**

*To promote lifelong learning across generations, acknowledging the value of modern education while honoring the wisdom of our Anishinaabe ancestors, so that all tribal members have the capacity to walk in two worlds.*

## **History of the Red Cliff Band of Lake Superior Chippewa Indians:** ( R. Goslin, Red Cliff Tribal Historian; and J. Peyton, 2006 Community Assessment author.)

In 1854, the Red Cliff Band of Lake Superior Chippewa Indians entered into its last treaty with the United States. As a part of this treaty, several Ojibwe Indian reservations were created in Minnesota, Wisconsin, and Michigan. One of those reservations was Red Cliff.

Before the Red Cliff Reservation was created, it was known as “Buffalo Bay.” The location for the new Red Cliff reservation was selected by the great Chief Buffalo. Prior to the 1854 treaty, he was the head chief of the La Pointe Band of Ojibwe located on Madeline Island northeast of the Bayfield Peninsula in northern Wisconsin.

After the treaty, the La Pointe Band was separated into two groups with the Catholic Native people relocating to Buffalo Bay and the Protestants moving to the Bad River Indian Reservation located 14 miles east of Ashland, Wisconsin. Those following traditional spirituality were forced to go underground to practice their religion as it was illegal. As part of the 1854 treaty, Chief Buffalo was allotted four sections of land totaling 2,560 acres for his descendants to reside on. This land is now known as Red Cliff. Soon after Red Cliff was settled, Native people realized that this amount of allotted land was not sufficient to meet the needs of the increasing number of tribal members. As a result, in 1863 a sequence of Presidential executive orders were issued which allowed for the eventual expansion of the boundaries of the Red Cliff reservation. By 1895, 14,166 acres of land had been allotted to tribal members.

However, by 1900, due to numerous stipulations made by U.S. government regulations after the 1854 treaty was ratified, federal policies supported the eradication of Indian lands within the boundaries of Red Cliff. It was during this era of the treaty period up to 1900 that several factors contributed to the social problems the Red Cliff community faces today.

The introduction of alcohol to the Indian community was one factor and its use became a major health problem. Bureau of Indian Affairs records from this era indicate that in 1910, seventy-three persons were arrested for selling alcohol on the reservations in northern Wisconsin, which included Red Cliff. In addition, government policies supported assimilation and acculturation into the White culture by providing funding to religious groups to create two types of schools for Indian children to attend in the Red Cliff area.

The first school was a mission school supported by Catholic missionaries in Red Cliff; just a few children went there. The second school was a government boarding school in Bayfield. In 1859, there were 170 school-aged children in Red Cliff.

Also around the same time, the Red Cliff community began experiencing a dramatic change. They began abandoning their traditional semi-nomadic ways of living and building wigwams to establishing more permanent settlements of log cabins. A new problem occurred in the tribe: tuberculosis. In 1903, one in



every twenty Native people had this disease, compared to one in every sixty citizens in the Non-Native community. Reservation life in these more permanent settlements eventually brought poverty and a poor diet to the community which, in turn, resulted in other health problems, such as the diabetes problem faced today. The use of alcohol took another toll, leading to social ills such as domestic violence and emotional abuse issues.

The number of tribal members who could speak the Ojibwe language began to decrease because of the impact of the acculturation process. Also during this same period, the cultural ceremonies that once enriched the community became nonexistent. The Red Cliff people became dependent on the Federal government for aid. By 1934, the U.S. congress passed the Indian Re-organization Act which provided the tribe with its first tribal constitution, charter, and bylaws. It is from this act that Red Cliff gained the authority to enter into contracts enabling government activities and functions.

**Governing Structure:** “American Indians maintain a unique status as sovereign nations within a nation due to the treaties signed with the U.S. government, which recognizes tribal rights as sovereign in Article I, Section 8, clause 3 of the Constitution, where tribes are listed along with the other two sovereigns, foreign nations, and the states. Tribal status also is confirmed through the treaty-making power found in Article II of the Constitution.” (National Indian Education Council/National Education Association)

The governing body of the Red Cliff Band of Lake Superior Chippewa Indians is a Tribal Council composed of nine (9) members who are chosen at an election every two years. The Tribal Council includes the following executive officers: Chairperson, Vice-Chairperson, Secretary, and Treasurer. The executive positions are elected through a primary election; the five at-large positions are elected out of all candidates for at-large seats. Terms are staggered.

The Red Cliff Tribal Council has over forty government programs to administer for its members, including housing, transportation, sanitary sewer and water system, and numerous other programs. In addition, the Tribal Council is charged with legal and fiscal responsibility to guide the overall operations of the Red Cliff Early Childhood Center. According to the Head Start Performance Standards, Tribal Council must be involved in the ECC program planning, in establishing general procedures for its shared ECC governance responsibilities, and in ECC human resources management.

**Population:** According to the Bureau of Indian Affairs enrollment data, there are 1,922 members who reside within Bayfield County. The 2011 Bureau Workforce report indicates that there are 1,344 tribal members who live on the Reservation. These two reports were used in this assessment to determine population due to the inaccurate data historically from U.S. Census reports.

**Tribal enrollment definition:** The Red Cliff Constitution states the following: Members of the Red Cliff Band shall be persons of Indian blood whose names appear on the official Allotment Roll of 1896 and the Census Roll of 1934 of the Red Cliff Band of Lake Superior Chippewa Indians of Bayfield, Wisconsin; and all children born to any member of the Red Cliff Band after the effective date of this Article II, as amended, provided that they have been duly registered with the Tribal Council through the Membership Committee within one year from their birth is considered a tribally enrolled member.

### Part III. Methodology

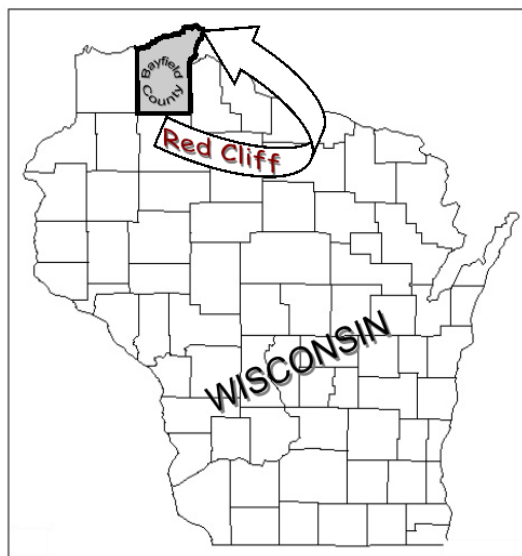
The Community Assessment is required according to requirements set forth in the Head Start Performance Standards 45 CFR 1305.3(b) for Head Start funding and is intended to provide information for future decision-making. "... the Community Assessment must guide decisions based on the status of the families and the community setting(s) within the service area." The Assessment was conducted in late fall and early winter, 2011.

**Data Collection Strategies:** Information and data were collected through several avenues. Input was obtained from other tribal departments, Red Cliff Elders, Early Head Start and Head Start staff, Red Cliff ECC Policy Council, and general community members. Data was obtained from ECC reports, tribal departments, tribal administration, the Bayfield School, and through internet searches with the U.S. Bureau of Labor Statistics, the Wisconsin Department of Public Instruction, the National Indian Education Council/National Education Association and Bureau of the Census.

**Community Assessment Document Finalization and Approval:** The Community Assessment was submitted to ECC staff, the ECC Policy Council and the Red Cliff Tribal Council for review, input and approval.

### Part IV. Service Area Data

**Figure 1. Location of the Red Cliff Community**



The ECC service area is in Bayfield County, located in extreme northern Wisconsin. The county is situated on the south side of Lake Superior, the largest freshwater lake in North America. At the northern tip of the Bayfield Peninsula is the Red Cliff Reservation. To the northeast of the Bayfield Peninsula, the twenty-two Apostle Islands extend into the lake; these islands are of great importance to the Red Cliff People and were originally settled by the Tribe. Today, almost all the islands are part of the National Lakeshore, administered by the National Park Service. The exception is Madeline Island, located east of the City of Bayfield, which is home to a resident and seasonal population as well as a state park.

The ECC service area extends to the rest of Bayfield County. However, the ECC primarily serves children living within the boundaries of the Red Cliff reservation and Native American children living within ten miles of the ECC. The Family Forum Head Start in the city of Bayfield enrolls 19 children;

eight children are Native American. There are 12 children in their home-based program; one is Native American.

**Geography /Transportation:** Nearly 93% of the Reservation consists of forest cover, primarily second growth conifers, aspen, and other hardwoods. An additional 5.5% of the land is cleared; 1.5% is wetlands (67.7 acres of wetlands are greater than two acres, and 143 wetlands are less than two acres). Approximately 10% of Tribal lands are part of the Apostle Islands National Lakeshore. There are 46.11 miles of streams/rivers within the boundary of the Red Cliff Reservation, which are connected to 156.78 miles of river outside the boundary of the reservation.

The Red Cliff reservation and trust lands cover approximately 7,900 acres. The reservation includes 22 miles of Lake Superior shoreline. The lake is considered sacred to the Red Cliff band. Camping, hiking, boating, fishing, hunting, and gathering are important uses of the land.

No taxi or shuttle services are available in Bayfield County. The only public transportation is a ferry to Madeline Island and a small bus route (BART - Bay Area Rural Transit) that travels 40 miles from Bayfield to the Bad River Indian Reservation. Private vehicles are the major means of transportation. Twenty-five percent of the workforce commutes more than 30 minutes one-way to work each day. State Highway 13 is the major north - south route through Bayfield County. It is a two-lane surface road built in 1918. Highway 2 is the east/west two-lane road across the county.

Bayfield County receives 67 inches of snowfall per year. The winter weather is often zero at night to a high of 22 degrees F during the day. These winter temperatures along with snowy, slick roads can turn a 45 minute drive for emergency services into an hour and a half. The number of fatal motor vehicle accidents in Bayfield County is twice the state-wide rate. A majority of these fatalities can be contributed to the weather related driving conditions. An example of the road conditions reported by the Wisconsin Department of Transportation in December 2008: "Travel conditions in the northern part of the state range from snow covered and slippery to impassable with portions of Highway 2 closed because of dangerous conditions."

There are many people without their own vehicles who therefore rely on the Bay Area Rural Transport (BART) bus (public transportation) or on friends and relatives to get a ride for shopping, emergencies or other appointments in Bayfield, Washburn, Ashland or other destinations.

### **Population:**

**Table 1. Red Cliff Native American Bayfield County population data taken from Labor Market Reports**

Population Category	Calendar Year 2003	Calendar Year 2005	Calendar Year 2011
Total Red Cliff Tribal Enrollment (nationwide)	5,312	5,414	6,342
Total Residents/Service Areas Indian Population (all of Bayfield County)	2,513	2,504	2,549
Under Age 16 (all of Bayfield County)	882	850	670
Age 16 through 64 (all of Bayfield County)	1,463	1,466	1,707
Number over age 64 (all of Bayfield County)	168	188	172

(Bureau of Indian Affairs Labor Market Reports 2003, 2005 & 2011. Data was collected from Tribal Enrollment, Red cliff Community Health Center, Tribal Enrollment Office, Education Department, Isle Vista Casino, Bayfield Public School, General Assistance program, Personnel Office, Early Childhood Center, Social Services Program and Red Cliff Housing Authority).



In January, 2012 the Red Cliff Enrollment Office reported that the total number of enrolled Red Cliff tribal members nationwide is 6,968. This is an increase of 1,003 members since 2008. The data in Table 2. is the age dispersal of the 1,922 Tribal members who reside within Bayfield County.

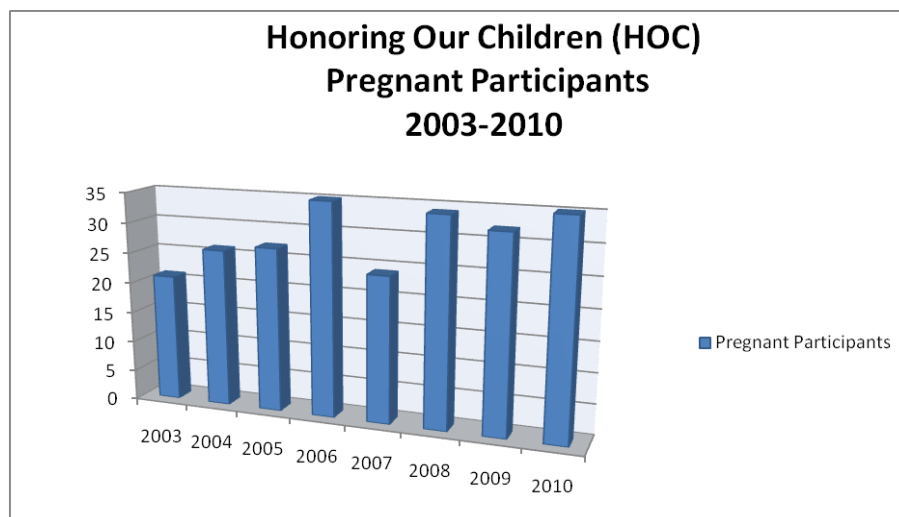
**Table 2. Age dispersal on or near reservation**

Age class	0-17	18-29	30-39	40-49	50-54	55-59	60-64	65-82
Total in class	418	403	250	235	100	79	60	127

(Red Cliff Enrollment Office Data, 2012)

This age dispersal data shows a large number of people in the reproductive age ranges of 18-29 and 30-39. The RC Enrollment Office stated the 0-5 age group in Red Cliff continues to be the fastest growing in all of Bayfield County.

**Figure 2. Red Cliff Birthrate**



(HOC, 2010)

**Household composition:** At the time of this 2011-2012 Community Assessment, the 2010 U.S. Census data is not available and Tables 3 & 4 reflect data from the 2000 Census.

**Table 3. Number and percentage of Red Cliff households by type**

HOUSEHOLD TYPE	NUMBER	PERCENT
Total households	602	100.0
Family households	459	76.2
w/children under 18	266	44.2
Married couple family	291	48.3
w/own children under 18	148	24.6
Female householder, no husband present	99	16.4
w/own children under 18	62	10.3
Non family households	143	23.8
Householder living alone	100	16.6
Householder 65 yrs & older	11	1.8
Households w/individuals under 18	300	49.8
Households w/individuals over 65	57	9.5
Average household size	2.87 individuals	
Average family size	3.17 individuals	

(2000, U.S. Census)

**Table 4. Household Types in Red Cliff and Wisconsin**

Household Characteristics	Red Cliff		Wisconsin		
	AI/AN		All Races	AI/AN	All Races
	#	%	%	%	%
Married couple with own children under 18 years	100	22.9	20.5	21.3	24.4
Married couple without own children under 18 years	56	12.8	23.0	12.7	20.0
Male householder (no wife) with own children under 18 years	31	7.1	3.3	5.2	2.0
Female householder (no husband) with own children under 18 years	72	16.5	5.2	18.9	5.9
No family householder	103	23.6	19.5	23.7	22.8

(2000, U.S. Census)

The data in Table 4 show that the Red Cliff AI/AN population had 22.9% married couple households with children under 18, slightly less than the 24.9% for all races in Wisconsin. It also shows that 16.5% of Red Cliff AI/AN households with children under 18 years were headed by single women, compared to 5.9% for All Races in Wisconsin.

**Homelessness:** According to current year ECC data, 6 Early Head Start and 4 Head Start families are homeless.

**Table 5. Families who experienced homelessness 2009-2011**

Number of HS & EHS Families who Experienced Homelessness	
Enrollment Year	
2009-2010	19
2010-2011	23

(ECC Families Services, 2012)

*\*\*The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), Homelessness is a lack of permanent housing resulting from extreme poverty, or, in the case of unaccompanied youth, the lack of a safe and stable living environment.*

The Indian Labor Force Report on Native Americans living on or near the reservation is given in Table 6

**Table 6. Employment sector positions occupied by Red Cliff employees**

Employment Sector	2003 Number Employed	2011 Number Employed
Employed in Public Sector Positions	243	308
Employed in Private Sector Positions	346	197
Employed but Below Poverty Line	221	380

(2003 &amp; 2011 BIA Labor Market Report)

The median family income for Bayfield County as reported in 2009 is \$ 38,118. While no statistical median was provided for Red Cliff, it is generally believed that income gaps between the Red Cliff Community and the remainder of Bayfield County increased. Jobs within and around the Red Cliff Community are typically seasonal and tourism-related given the recreational nature of the entire area. The statistical evidence listed above consistently points to Tribal members within the Red Cliff

Community being on the lower ranks in terms of socio-economic status at the national, state and local levels.

The area is greatly impacted by tourism and the influx of summer residents and visitors. The most recent economic impact of tourism as reported by the Wisconsin Department of Tourism stated that in 2009 Bayfield County ranked 26<sup>th</sup> out of 72 counties in Wisconsin with \$130,203,365 in revenue. Tourism also had the very typical seasonal trends with the June-August, time period (41%) being the largest, September-November (25%) 2<sup>nd</sup>, March – May (17%) 3<sup>rd</sup> and the winter months December – February (18%) somewhat less.

In 2009 it was estimated that 3,317 full time jobs were created by this level of tourism. There was a 3.0 % decrease in tourism activity from 2008 to 2009 for Bayfield County. The longer trends in tourism for Bayfield County show a 128% increase in tourist expenditures from 1994 to 2009.

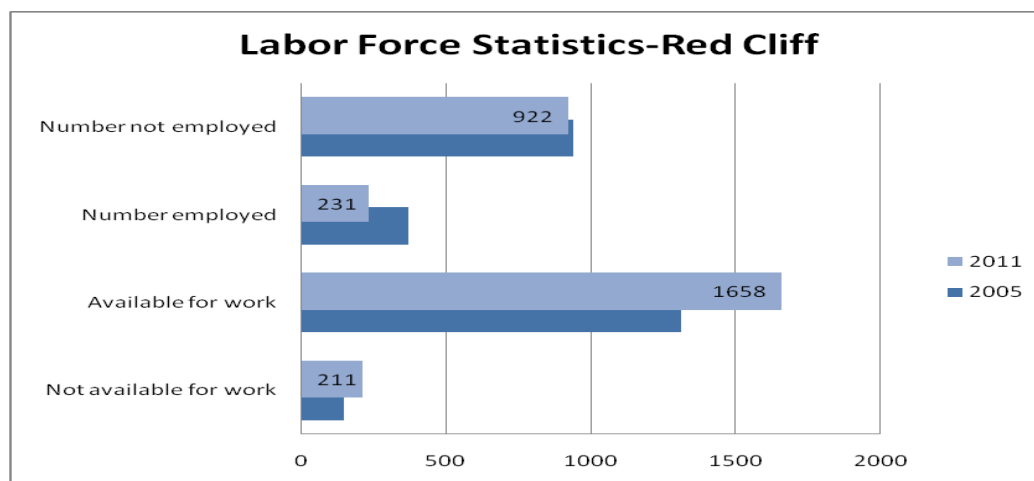
The current economic downturn has resulted in a reduction of the long term trends, however in the long term increases in economic indicators will prevail. It should also be noted that Bayfield County is ranked 69<sup>th</sup> out of 72 counties in Wisconsin in population totals.

The geographical area surrounding Red Cliff is highly dependent on the tourism industry. When summer tourists come to the Bayfield Peninsula, it creates seasonal economic activities in the city of Bayfield and Red Cliff; many Red Cliff people work in the surrounding area at the seasonal jobs. The activities or services that attract tourists in Red Cliff are: the Legendary Waters Casino, the Spur Gas station and accompanying Native Spirits Gift Store, Peterson's Grocery Store, the Point Detour campground, and the Buffalo Bay Marina. A kayaking business housed within the boundaries of the Red Cliff Reservation is owned by a non-Native.

**Number of Working ECC Parents:** 74 Early Head Start and 45 Head Start parents are working or in job training programs. They use EHS or HS for full-year and/or full day child care. Seventeen Early Head Start parents and ten Head Start parents work seasonally.

## **Unemployed Rate:**

**Figure 3. 2005 &. 2011 B.I.A. Labor Workforce Statistics Red Cliff**



2005 Unemployed rate of the Red Cliff Tribe: 71%

2011 Unemployed rate of the Red Cliff Tribe: 56%

- The Tribal government employs approximately 245 people; the casino employs 151-- during the summer months it increases to 196; the Bayfield School employs around 100.
- High unemployment rates continue in the winter; more are at work in the summer.
- There are not enough jobs in the area—in summer or winter; there are few businesses in Red Cliff. For those who do not work in a tribal program or the casino, most of the employment is seasonal work in motels or restaurants.

**Unemployment Rate:** In April 2010, unemployment in Bayfield County was 10.7% while the total for Wisconsin was 8.2%. In Bayfield County, a large number of jobs pay less than the federal poverty line. Many residents are priced out of a significant portion of rental housing. Forty-five percent of the people in Bayfield County cannot afford fair market rent. Seasonal tourism supports 3,057 jobs in the county. The growth in the service sector pays lower wages and offers fewer benefits and little job security. The number of full-time farms has decreased by 19%.

**Table 7. Unemployment rates for Bayfield County, Bayfield, Wisconsin**

Unemployment 2009	January	11.2%
	February	11.7%
	March	12.1%
Unemployment 2010	January	14.2%
	February	14.1%
	March	13.8%
Unemployment 2011	January	12.9%
	February	13.4%
	March	12.5%

(Local area unemployment statistics, 2012: worknet.wisconsin.gov)

**Percentage of ECC Families below Poverty Level:** Data from the ECC Family Services Manager indicated 75% of the Head Start/Early Head Start families are below the Head Start Income poverty level.

**Table 8. Percentage of Red Cliff Early Childhood Center families receiving aid**

Aid Program	2007-2008 % Families on Aid	2010-2011 % Families on Aid
Families on TANF (Temporary Aid for Needy Families)	34%	29%
Families on MA (Medical Assistance)	95%	94%
Families on WIC (Women, Infants & Children)	56%	91%
SSI (Social Security Supplement)	11%	11%

(2007-2008 & 2010-2011 HS/EHS PIR Report)

**Number of Public Assistance Recipients:** The Red Cliff Human Services programs served 4200 families/caseloads for FY 2011 (350 monthly). Temporary Aid for Needy Families (TANF) served 41 families and General Assistance (GA) served 35 individuals on a monthly basis.

**Table 9. Educational Level Obtained by Red Cliff Early Childhood Center Parents**

Level of Education	% of Parents (2006)	% of Parents (2008)	% of Parents (2009)	% of Parents (2010)
No high school diploma	5%	0%	2%	7%
High school diploma or GED	52%	39%	31%	44%
Some college, vocational school, or associate's degree	38%	52%	60%	45%
Bachelor's Degree or another advanced degree	5%	9%	7%	4%

The educational level of the Red Cliff population 25 years or older who are enrolled members living on the reservation is shown in Table 10.

**Table 10. Education obtained for Red Cliff population 25 years of age and older**

Education	% of Population
Less than 9 <sup>th</sup> grade	2.6%
9 <sup>th</sup> to 12 <sup>th</sup> , no diploma	15.7%
High school diplomas or equivalency degrees	30.2%
Some college	32.5%
Associate degrees	8.2%
Bachelor degrees	6.5%
Graduate or professional degrees	4.2%

(2000, U.S. Census)

The 2000 U.S. Census data show 30.2% of Red Cliff residents 25 years and older have a high school diploma or a GED. This census data is older than the Head Start data; it also applies only to people 25 years and older. Many Head Start parents are under 25; therefore, the percentage of Red Cliff residents around 16 years and older with a high school diploma would be higher since this age range is larger.

**Red Cliff Food Distribution Program:** The Red Cliff Food Distribution Program offers healthy and nutritional food packages to low income eligible families. Monthly allowable income levels range from \$1,055 for one person to \$3344 for a family of eight.

The food distribution program serves the Red Cliff Reservation, Bayfield and Douglas Counties excluding the City of Superior. The program nutritionally provided for an average of 138 families per month in FY2011. The Children's Summer Feeding program served 7,505 lunches and 6,819 afternoon snacks each month to the youth during the months of June-August, 2011.

**Number of Children Participating in Free Lunch Program:** Red Cliff children attend the Bayfield School after they finish Head Start. Of the 414 children attending Bayfield School, 282 participate in the free lunch program and 25 receive reduced cost lunches. This means a total of 74% of students receive free and reduced lunches at Bayfield School. These data were not broken down racially but one can assume that the majority of the 74% is Native American since they comprise over 75% of the total school enrollment.

**Smoking and Alcohol Use During Pregnancy:** The table below is summarized from the 2007 & 2010 Red Cliff Honoring Our Children program report. This report is based on self reports of program participants.



Table 11. Smoking, drugs and alcohol before, during and after pregnancy

Factors	2007		2010	
<b>Smoking in household</b>	33/54	61%	17/54	31%
Unknown/missing	11	17%	14/54	26%
# of pregnant participants	24		35	
<b>Smoked before pregnancy</b>	11/18	61%	9/15	60%
<b>Smoked during pregnancy</b>	9/18	60%	7/15	47%
Unknown/missing/no response	6	25%	20	57%
Quit/did not smoke	2	11%	2/9	22%
<b>Smoked during last three months of pregnancy</b>	--	--	1/9	11%
Unknown/missing/no response	--	--	18/27	57%
<b>Drank Alcohol during pregnancy</b>	6/18	33%	0/15	--
Unknown/missing/no response	6	25%	20	57%
<b>Drugs before pregnancy</b>	4/18	22%	2/15	13%
Unknown/missing/no response	6	25%	20	57%

(Red Cliff HOC Report, 2007 &amp; 2010)

In Bayfield County each year, approximately 17% of all deaths are attributable to smoking, including 83% of all lung cancer deaths, 16% of all heart disease deaths, and 48% of all respiratory disease deaths, according to data from the 2004 Ashland/Bayfield Counties Public Health Improvement Plan. The Ashland and Bayfield Counties Community Health Plan for 2005-2009 states that annual health care costs attributable to smoking are estimated to be \$4.4 million. Personnel at the Red Cliff Health Center continue to address issues of tobacco and alcohol use with families.

**Low Birth Weight Data:** Since 2006 HOC data reported that there were three preterm births and four births with moderate low (3lb 5oz – 5lb 8 oz) to low (<5 lbs 8 .oz ) birth weights. The percentage of high birth weight babies born at Red Cliff is a much bigger problem than low birth weight babies. High birth weight babies are at risk for health problems such as diabetes, which can be serious and life threatening. A high birth weight baby can also cause problems for the mother by creating difficulties during birthing. A high birth weight baby also can be an indicator that the mother may have diabetes or other metabolic problems. Honoring our children reports since 2006 there were 14 births with weight greater than 9 lbs.

**Prevalent Health Problems:** Weight issues and obesity in the community has increased over the last two to three years. For 2010-2011, the ECC HS/EHS reports indicated (PIR) that there are 53% Early Start/Head Start children considered to be overweight.

**Infant and Child Death Rates:** No official data was given on the incidence of infant and child deaths. In an interview with a community member it was stated there have been two infant deaths in the past two years.

**Women Receiving Prenatal Health Care:** The data in Table 12 show when prenatal care begins for participants in the Red Cliff HOC program. Red Cliff women show a high percentage of prenatal care in the first trimester from 2003-2010.

**Table 12. Onset of Prenatal Care for HOC participants 2003-2010**

Onset of Prenatal care	2003	2004	2005	2006	2007	2008	2009	2010
Pregnant Participants	21	26	27	35	24	34	32	35
1 <sup>st</sup> Trimester	57%	54%	59%	71%	88%	41%	66%	37%
2 <sup>nd</sup> Trimester	10%	15%	11%	9%	8%	0	6%	3%
3rd Trimester	5%	0	0	0	0	0	0	3%
No Prenatal Care	0	0	0	0	0	0	0	0
Missing/Unknown	29%	31%	30%	20%	4%	59%	28%	57%
# of Prenatal Visits (Avg. per woman)	7.3	11.2	13.5	9.6	10.4	9.5	10.9	10.6

(HOC, 2010 Report)

**Alcohol and Drug Abuse:** In 2008, the most recent data available, Red Cliff First American Prevention Center conducted a survey in cooperation with Great Lakes Inter-Tribal Council and BEAR Consulting, LLC services. There were 262 adult survey responses; 73 male and 188 female. The age of the respondents are from 21 to 85; American Indian 212; non-American Indian 48; 2 did not report racial category. There is an overall perception from adults that alcohol and drug problems exist in the community. Some of the areas are listed in Table 13 and 14. The vast majority (96%) of adult respondents indicated they know someone with an alcohol problem.

**Table 13. Survey on Perceptions of Alcohol Problems**

REASONS TO DRINK	# of Responses	Percentage
Good Time	181	69%
Depressed	127	49%
Rebel	43	16%
Fit In	120	46%
Bored	144	55%
SERIOUSNESS OF UNDERAGE ALCOHOL	# of Responses	Percentage
Serious Problem	225	87%
Minor Problem	29	11%
Not at All	6	2%
CONTRIBUTORS TO UNDERAGE USE	# of Responses	Percentage
Youth themselves	192	73%
Parents	183	70%
Advertising	97	37%
Alcohol Outlets	82	31%
Public Agencies	39	15%
ALCOHOL SOURCE FOR UNDER 21	# of Responses	Percentage
Friends/Relatives	202	77%
Parent's Home	120	46%
Grocery/Convene	56	21%
Liquor Store	31	12%
Bar/Restaurant	16	6%

**Table 14. Survey on Perceptions on Other Drug Use in the Community**

	Marijuana	Prescription Medication	Inhalants	Hard Drugs
Very Common	68%	48%	33%	24%
Sort of Common	11%	26%	26%	32%
Not Common	1%	6%	16%	18%
Very Uncommon	17%	15%	18%	17%
Don't Know/ No Answer	4%	5%	8%	8%

**Youth Responses to Survey:** There were 163 American Indian youth survey responses; 84 male and 79 female. The age of the respondents was from 10 to 20. In this age group, 83% indicated they had never drank alcohol. In reporting on the “number of times in life have drank,” 38.7% drank zero (0) days, 22.1% drank 1 or 2 days, and 11.7% drank 3 to 9 days.

In examining the age of first use, it is noted that non-American Indian (A.I.) youth responders were more likely to have had their first drink at 8 years or younger (22% of non-A.I. youth vs. 12% of A.I. youth); there is also a greater percentage of A.I. youth did not started drinking until they were 13 years old or greater (55% A.I. youth vs. 37% non-A.I. youth).

The majority of youth reported not having used marijuana in the past 30 days (from the date of the survey). Approximately 1 in 4 American Indian youth did use in the past 30 days, with 9.2% having used 5 or more times; 74.8% never used, while 10.4% used 1 or 2 times.

## Part V. Racial and Ethnic Composition, Culture and Language Data

**Racial and ethnic composition:** People living on the reservation are mainly Native American Ojibwe (81%); there are some White/Caucasian people of mixed racial and ethnic descent (19%).

**Languages Spoken:** The Red Cliff Program Information Report (PIR) and interview information from Red Cliff parents indicates the primary language in the home is English. Many people are working to relearn their native language, Ojibwe. Whether community could speak or understand the language, all agreed it is needed: “it is who we are; we want to keep our traditions that were taken from us.” In 2010, the ECC was awarded an Administration for Native Americans Language Revitalization grant for center-based children ages 0 – 3 and their parents.

An Ojibwe language knowledge survey was conducted in February 2009. Eighteen of fifty disseminated surveys were returned. Results indicated:

- 16 individuals noted “Never understand Ojibwe and know only a few words.”
- 2 people indicated “Can function in conversation but skills are limited.”
- 100% felt “the Ojibwe language is worth learning.”
- 100% indicated it was “important to speak the language in order to preserve the Ojibwe culture.”

With few first and second language speakers in our community, the loss of language is severe. The current status is crisis mode. We are a community on the brink of losing our language.

The Johnson O’Malley (JOM) and Title VII parent committee conducted a survey in November and December, 2011. 111 parents completed the survey that identified educational needs and services they

would like their children to receive. The top five activities/needs identified on the survey were: Ojibwe language (82), tutoring (27), classroom supplies, books (23) and cultural activities (21).

## Part VI. Children with Disabilities Data

**Table 15. Red Cliff Head Start Primary Disability**

Disability	2009-2010	2010-2011	2011-2012
Speech/Language	2	8	7
Health Impairment		1	1
Autism	1		
Non-Categorical/Dev. Delay	3	1	1
Emotional/ Behavior Disorder	2	2	
Visual Impairment		1	1
Orthopedic Impairment	1		
Total	9	13	10

(ECC Education and Abilities Manager, 2012)

**Head Start:** Data from the past three school years shows a reduction in the number of children identified on the Autism spectrum and an increased number of children with a speech and language delay. Though not noted on table 15, the ECC serves a high number of children with sensory integration needs. These children do not qualify for Special Education services, yet require accommodations within the regular classroom. The Early Childhood Center consults with a certified, registered occupational therapist to meet the developmental needs of children with sensory concerns.

The Head Start program has been very lucky to have a Department of Indian Education grant; this allows extra staff to be hired to help teachers with difficult case loads. This has proven to be quite successful based on teacher interviews. The question remains of sustainability of these extra staff positions.

Head Start teachers and Bayfield School specialists meet monthly to increase communication and collaboration between the two agencies. The Department of Indian Education grant has made it possible to have three teachers in each Head Start classroom. This improves our ability to address our children's needs. Facility expansions and building modifications provide an effective learning environment for all children including those with disabilities and special needs.

**Table 16. Red Cliff Early Head Start Primary Disability**

Disability	2009-2010	2010-2011	2011-2012
Speech/Language	4	9	6
Health Impairment	1		
Autism			
Non-Categorical/Dev. Delay			
Emotional/ Behavior Disorder			
Visual Impairment			
Total	5	9	6

(ECC Education and Abilities Manager, 2012)

**Early Head Start:** The Bayfield County Department of Human Services provides Birth to Three services both at the ECC and in the home, depending on parents' preference. Early Head Start children are eligible to receive services from the B-3 program until they are three years of age. With families' permission and before their third birthday, children can be referred to the Bayfield School for Special Education services. This is often a confusing process for parents and ECC staff. Many ECC families have

formed a relationship with the B-3 therapists through home visits and find the transition to the center base services provided by the Bayfield School difficult. Additionally, in 2011, the Birth to Three program undertook staffing, structural, and procedural changes that have made effective communication an on-going concern.

**Resources for Children with Disabilities:** After a referral and identification of needs, children can receive services from the Bayfield School or from the Bayfield County Birth to Three program as discussed above. Other resources include:

- Great Lakes Intertribal Council (GLITC) Native American Family Empowerment Center
- FACETS (Family Assistance Center for Education, Training and Support)
- CSHCN (Children With Special Health Care Needs)
- New Horizons North Respite Care
- Wisconsin Coalition for Advocacy (law-based advocacy group)
- CESA 12 (Cooperative Education Service Agency 12 in Ashland)

## Part VII. Community Resources to meet the Needs of Red Cliff HS/EHS Eligible Children and Families

Parent specifically stated they used the following resources: Honoring our Children Program, Women, Infants, & Children (WIC), Temporary Aid to Needy Families (TANF), Calm Waters Therapy, Foodshare/Food stamps, Medical Assistance, and the Red Cliff Community Health Center.

**Table 17. Community Resources**

EDUCATION	HUMAN SERVICES	FAMILY SERVICES	HEALTH SERVICES	PUBLIC WORKS	PROTECTIVE SERVICES	TREATY/NAT RESOURCES
Educ. Dept.	TANF	Violence	Health Clinic	Road Maint.	Law	Fisheries
Head Start	Med. Assist.	Supportive	AODA	Water & Sewer	Ambulance	EPA
Bayfield School	GA/Trans Housing	Children Services	Comm. Health Program.	Building Maintenance	Fire Department	Water Resources
LCO College (Community)	Child Care	Youth Service	Mishomis (Halfway House)			Hatchery
	Food Dist.	ICW	Mental Health			Conservation
Northland College	Elderly Program	Respite Care				Recycling
Bayfield Library	Food Shelf	Kinship	Dental Clinic			IRMP
UW-Superior Dstnce Lrning	Coordinated Services	Sex Assault Program				Historic Preservation

**Red Cliff Early Childhood Center has collaboration agreements with the following:**

- Red Cliff AODA Programs
- Honoring Our Children Program
- Northwest Wisconsin Concentrated Employment Program (NWCEP)
- Bayfield County Child Support



- Birth to Three
- Red Cliff Community Health Center
- Red Cliff Indian Child Welfare (ICW)
- Bayfield Recreation Center
- Bayfield Carnegie Library
- Bami Ondaadiziike Birth Doula Program
- WITC-Ashland
- School District of Bayfield
- Red Cliff Human Services: Domestic Violence, Social Services, Economic Support, and Family Services
- State of Wisconsin—Roles, Responsibilities and Collaboration related to service young children
- with disabilities and their families

**Kindergarten Transition Activities & Kindergarten Readiness Goals:** Red Cliff ECC transition and education managers have established plans for Head Start Students to transition to Bayfield School for kindergarten. During the spring, Head Start kindergarten-bound children go to the Bayfield kindergarten class to participate in classroom activities, recess, and lunch in the cafeteria. Additional transition activities planned collaboratively with the Bayfield School include pizza and preschool night and breakfast for preschool children and parents. Head Start teachers and Bayfield School kindergarten teachers meet and, with families' permission, discuss in-coming children and share Teaching Strategies Gold Development and Learning Reports.

In addition, there are transition activities for home-based children to Early Head Start and Early Head Start children to Head Start. In the spring, the Early Head Start children also transition by riding the bus to the ECC in the morning.

The Early Childhood Center's kindergarten readiness goals were developed with input from the Bayfield School, ECC parents, and staff. It is our belief that teaching our Ojibwe children their own traditions, culture, and language will greatly increase their self-esteem by understanding their role in the world's history. Knowing these concepts will help them further their willingness to be successful in the modern world. The principles and philosophies associated with Ojibwe traditions, culture, and language are closely tied to their social and emotional development. We strongly believe that children's social and emotional development is intrinsically tied to their ability to develop skills related to their educational achievement as well as their overall physical and mental health. We recognize each child as a unique individual, developing at his or her own rate. Kindergarten readiness goals are documented by teacher's observations entered into Teaching Strategies Gold

### **K Readiness Goals:**

#### **A. Letter Recognition**

- a. 65% of 5 year olds entering kindergarten will be able to identify the letters in their first and last name and the corresponding sound.

#### **B. Literacy Development – valuing and enjoying reading**

- a. 65% of 5 year olds entering kindergarten will enjoy and value reading by being read to at least three times per week and documented through lesson planning.
- b. 65% of 5 year olds entering kindergarten will understand that printed words convey meaning.

**C. Number and Shape Recognition**

- a. 65% of 5 year olds entering kindergarten will be able to rote count to 10 in English.
- b. 65% of 5 year olds entering kindergarten will be able to rote count to 10 in Ojibwe.
- c. 65% of 5 year olds entering kindergarten will be able to recognize and name two dimensional shapes (e.g. circle, square, rectangle, triangle)
- d. 50% of 5 year olds entering kindergarten will be able to recognize and name three dimensional shapes (e.g. sphere, cube, cylinder, cone, pyramid)

**D. Concept of Quantity and Relative Size**

- a. 65% of 5 year olds entering kindergarten will be able to accurately identify objects that are big, bigger, and biggest.
- b. 65% of 5 year olds entering kindergarten will be able to accurately identify objects that are small, smaller, and smallest.
- c. 65% of 5 year olds will be able to compare quantities and describe the quantities as greater than, less than or equal to.

**E. Social Competence and Self Regulation**

- a. 65% of 5 year olds entering kindergarten will be able to attend to teacher-directed, developmentally appropriate, educational activities longer than 5 minutes in length (e.g. small group activities, puppet shows, field trips)
- b. 65% of 5 year olds entering kindergarten will be able to attend to self-directed educational activities for longer than 5 minutes in length (e.g. block and dramatic play, large and small motor exercises)

**Red Cliff Community Health Center:** The Red Cliff Community Health Center provides family practice, pediatrics, pre-natal, dental, laboratory, x-ray, and mental health services for the Red Cliff Community. Tribal Health Programs continue to grow in size and stature and provide a variety of services and programs to tribal members. Access for major medical issues, however, requires Red Cliff members to travel to Ashland (30 miles) to Duluth, Minnesota (over 100 miles) and Eau Claire, Wisconsin (over 190 miles).

**Honoring Our Children (HOC):** HOC is a program that provides support and advocacy for pregnant women and infants to eliminate infant mortality in the community. In addition, they provide assistance to ensure that children are given the best possible health care in their early years. The program attempts to connect with parents one-on-one and help them access the services they need; in many cases, transportation to doctor appointments for children and parents is provided. HOC also refers parents to the ECC for childcare and health education to encourage enrollment in RCECC.

**Table 18. HOC type of participants, numbers and % served:**

Type of Participants	2007		% of estimated population		2010		% of estimated population	
Pregnant Women	24	18%	24/40	60%	35	31%	35/46	76%
Women of child-bearing age (served)	40	30%	40/53	75%	14	12%	14/56	25%
Infants	56	42%	56/63	89%	56	50%	56/64	88%
Fathers/partners	12	9%	--	--	8	7%	--	--
Total	132				113			

(2010 HOC Report)

**Prenatal Services:** In the past, pregnant women have had to travel to Ashland, Wisconsin for obstetrical services. Since spring, 2011 the Red Cliff Community Health Center's Bama Onijaaissi (Supporting families with small children) began as a new department providing prenatal care. Along with the Nurse Midwife, this department also has a Maternal Child Health nurse and two part-time doulas. There is a pediatrician at the Health Center who can care for newborns and advise mothers on healthy child-rearing practices. The HOC program also helps with these practices.

**Mental Health:** Red Cliff Clinic has a clinical social worker who provides one-to-one and family counseling services for mental health issues at Red Cliff. In 2011 the mental health counselor provided services to 134 individuals.

In January of 2010, Calm Waters Therapy, staffed by a clinical social worker, opened in Bayfield. Calm Waters provides services across the age range with a particular focus on children. The Calm Waters therapist is trained in Parent Child Interaction Therapy and is able to provide this service at both the Bayfield office and the ECC.

**HS/EHS Dental:** Of the 50 children enrolled in Head Start for the 2011-2012 program year, 46 have had a dental exam by a dental professional during the past calendar year. The vast majority of the exams have been completed during this program year. Of the 32 children enrolled in Center-based Early Head Start, 24 have received a dental exam by a dental professional since the beginning of this program year. All children, both Head Start and Early Head Start, who received the on-site exam also received an application of fluoride varnish.

**Immunizations:** The Red Cliff Health Center and the Early Childhood Center work together to ensure children and families are up to date. The Wisconsin Immunization Registry report generated from the Red Cliff Health Center indicates 29 of 33 clients or 88% met all benchmark criteria for immunizations. For 2010-2011, the ECC report (PIR) indicates 98% of Early Start/Head Start immunizations are up to date.

**Red Cliff Family Violence Program/ Red Cliff Tribal Police Department:** During FY2011 the Red Cliff Police Department handled 1842 calls for service. The calls briefly consisted of burglary, thefts, domestic disputes, traffic, drug calls, assaults, custody disputes, and a number of other types of complaints. The Department has investigated almost twice as many complaints in 2011 as it did in 2010.

The Red Cliff Family Violence program is committed to providing quality services to victims and children of domestic and sexual violence. This program is funded by two state Department of Children and Family Services grants and the federal Family Violence Prevention Services Act grant.

Services include assistance attaining restraining orders to ensure their safety, referrals and coordination to mental health providers, legal assistance, individual counseling, and one time security deposit assistance to ensure a safe home environment for the family. Twenty women and children were provided services in 2011. With societal technological abilities an increase in individuals requesting assistance attaining restraining orders specific to sexting, texting and social network site blogging

**Housing Services:** The majority of Red Cliff families live in four public housing clusters. The Housing Authority serves approximately 585 individuals in 188 housing units administered by the Housing Authority. Applicants who apply for housing assistance through the Housing Authority must meet the federal income guidelines as published for Bayfield County. As of 1/10/12, 146 families were on the waiting list for housing.

According to the Red Cliff Housing information, the average Red Cliff household is 3.1 people living in Red Cliff Housing units. People on the reservation say otherwise, however. Family members, whether they are immediate family members or extended family, take in their relatives to live with them.

**Nutrition:** Low-cost, healthy food in this geographic area continues to be scarce, especially fresh fruits and vegetables in the Red Cliff/Bayfield areas. Families on a low budget find it easier to pick up the food that is low in nutrition and quick to make (fast food, pre-processed food with high fat and high salt intake).

Each year, more attention is given to the issue that better nutrition is a need in the community. Dedicated people, who live or work in the Red Cliff community, continue to operate the *Miino bii maa da se win* (return to the good life) garden. The garden produces fresh, healthy vegetables that are given to community groups and to the Red Cliff food commodities program. Currently, the Woman, Infants, Children (WIC) Program in Red Cliff has 139 participants; 16 are prenatal. WIC helps promote and maintain the health and well being of nutritionally at-risk pregnant, breastfeeding, and postpartum women, infants and children. The Red Cliff Food Distribution Program provides food to eligible community members. The director is committed to distributing more nutritious food than was distributed in the past. The Bayfield School has stepped up their efforts for more nutritious foods coming into the school and several years ago received a grant to help in providing even more healthy foods such as fruits and vegetables.

## **Part VIII. Strengths and Needs of Red Cliff EHS/HS Eligible Children and their Families**

In September 2011, seventy-nine parents at the ECC completed two sets of questions that gauged attitudes about their experience at the center. The first set of 13 questions focuses on parents' satisfaction with teachers and staff, and parents are asked to indicate to what degree they agree with statements such as "I have a good relationship with my child's teacher," "Teachers ask about things that are important to our family and use this information to help my child grow and learn" and "I am told about my child's progress in ways that are respectful to me and my family."

Most parents "strongly agreed" that they felt welcomed at the ECC (78%) and nearly all (93%) agreed on some level that they had a good relationship with their child's teacher and staff, with more than half (79%) reporting that they talk with their child's provider at least once a week. Most parents (71%) "strongly agreed" that they were invited to participate in classroom activities and program events and that providers worked with them to meet their child's individual or specific needs (73%).

Parents "strongly agreed" that ECC teachers and program staff...

- Take good care of their child and help their child learn to get along with others (72%)
- Share information about things happening in the program and want to know about things that are happening with their child (55%)
- Ask about things that are important to their family and use the information to help their child learn and grow (51%)
- Tell them about their child's progress in ways that are respectful to the parent and the family (73%)
- Support breastfeeding (65%)
- Work with families around a child's nutritional needs and concerns (53%)

Parents shared that they felt comfortable with and confident with their child's teacher and program staff. The majority of parents (90%) agreed that when they disagree with their child's teacher or staff that they feel comfortable letting them know and working together to find a solution. In addition, they agreed that they were comfortable with what their child was learning and how their child's progress was monitored (95%). They trusted their child's providers to ensure information about the child and family was kept confidential (92%).

When asked about support for their child's transition to kindergarten, most parents agreed that the program staff provided good information to facilitate the transition (77%).

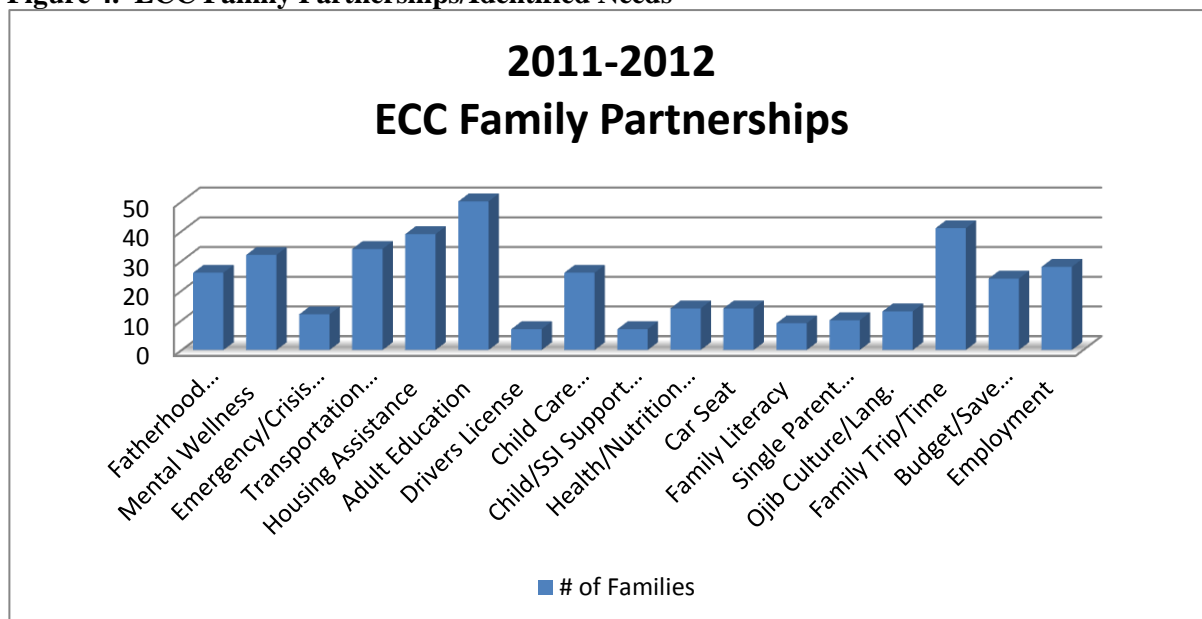
Parents also shared that program staff and teachers helped to support them as individuals and caregivers. More specifically, they agreed that the ECC providers...

- Helped them to see strengths in themselves that they didn't know they had (70%)
- Helped them to use their own skills and resources when problem-solving (77%)
- Worked collaboratively to meet their needs (82%)
- Helped them to see they were a good parent (84%)
- Encouraged them to think about their own personal goals and dreams (77%)
- Encouraged them to learn about their traditions, history and culture (92%)
- Respected their cultural and religious beliefs (92%)
- Gave good information about where to go for services (92%)
- Understood when something is difficult for them (84%)
- Supported their decisions about themselves and their family (89%)

Families also highlighted that the ECC staff encouraged them to connect with other families in the community. In their opinion, staff offered opportunities to get to know other families and encouraged the sharing of knowledge and information. Furthermore, parents felt that staff encouraged them to get involved with their community and go to friends and family for support.

**Communication:** Nearly 100% of ECC families have phones; approximately 84% of families have a computer and internet access in home.



**Figure 4. ECC Family Partnerships/Identified Needs**

(ECC Family Services Report, 2012)

The following bullets are needs identified during the 2011-2012 ECC Family Partnership process. This process includes the responsibilities of families and staff, timetables, and strategies for achieving those goals. Information retrieved from ninety-six 2011 Family Partnership Agreements is shown below and discussed in the following narrative:

- Adult Education:** Included in this is the high number of families without a high school diploma or equivalency, the availability and options there are to families for higher education, and the lack of educational priorities for families because of multi-generational and cultural impacts. Also, based on an interview with the Family Service Team, a highlighted impact on educational options has been the moving of the LCO Community College first from Red Cliff to Bayfield and most recently from Bayfield to Washburn. This has created a huge loss of a resource and an overall hardship for the families that are choosing to travel to Washburn.
- Family Time/Family Trip/Cultural Resources:** After an interview with the Family Service Team, it was identified that many families are expressing this need or goal due to poverty complications and lack of resources. The need for Fatherhood activities has been identified; including parenting classes, dedicated events for fathers and their children and a lack of fatherhood figures and role models. The need for Cultural activities and resources has also been identified by families. Families express a lack of spiritual leaders, lack of priority, and the inability to participate in activities that are offered due to issues such as transportation, working late/long hours and lack of comfort in participating.
- Housing:** Challenges around housing continue to be expressed by families. Families continue to wait and rely on public housing to assist their family. While options are minimal and waiting lists are extremely long, families continue to double-up, move out of the area or lastly resort to the homeless shelter in Ashland, WI. The need for affordable housing is drastic. Along with housing needs, the Family Service Team also acknowledges the high need for education for families regarding household management, financial management and maintenance. Along with this it has been identified that resources must be consumer friendly, culturally sensitive and family friendly.

- **Transportation:** The need for transportation falls into many areas. Rising to the top is poverty; families cannot afford to own a vehicle, purchase fuel, hold insurance and maintenance of their vehicle. Also identified is the need for car seat assistance and education. Due to the cost of car seats, people continue to recycle seats, not use the appropriate seats, or not use safety seats at all. This need continues to rise as economic difficulties do. Along with this, a continued challenge is the loss of driver's license due to past and current criminal charges or the challenge of obtaining a drivers license.
- **Health & Wellness:** This includes stress management, weight loss and health education. The lack of mental wellness providers, resources and education has been identified by both families and Family Resource Coordinators. Parents face challenges when caring for their children because they lack the ability to cope with stress.

**Employment/Child Care:** Seasonal employment, low wage scales, lack of higher education, criminal history, lack of childcare and lack of employers are all identified by families as barriers to employment. Currently, there are 101 Early Head Start parents. Of those, 74 are working - 17 of which have seasonal employment (23%). There are 92 Head Start parents, 45 of whom are working - 10 of whom are working seasonally (22%).

- 73% of Early Head Start parents are currently employed. (ChildPlus, 2012)
- 49% of Head Start parents are currently employed. (ChildPlus, 2012)

Lack of providers, lack of space, and cost of child care are all barriers to quality child care. Child care assistance from the State recently changed, resulting in reduced assistance rates and increased requirements for family childcare providers.

**Dental Services:** Despite the high number of ECC children with exams and preventive treatment (fluoride varnish) there remain systemic barriers for those children who need dental treatment. The nearest dental clinic that specializes in children is 30 miles from the reservation. Worse, if a child needs general anesthesia, the family must be able to drive the child 3 ½ hours one way for the appointment. Not only is this extremely inconvenient, it is also expensive and difficult to accomplish, especially for parents who must be at work. In addition, many families do not have transportation at all. Easy, close-to-home access to dental professionals and others who can administer general anesthesia is a dire need for the Red Cliff community. The high need cannot be emphasized enough.

**Language Revitalization:** Red Cliff children start their educational years in the Red Cliff community at the Early Childhood Center, which represents an educational system under tribal control. The Early Childhood Center embraces a distinct philosophy that children are treated as family. Children are immersed in traditional language and culture; it is the beginning of the celebration that their traditions and heritage are important.

The ECC Administration for Native Americans (ANA) project developed the following objectives to meet by the 36th project month:

**Early Childhood Center Ojibwe Language Immersion Program  
Ginanda-gikendaamin – (We seek to learn).**

**ANA Objective 1: Language Immersion for Children Ages 0-3 Year Old**

- 8 children ages 0 - 1 year old will have achieved Level EC – 1.12  
This level includes basic language and word comprehension.

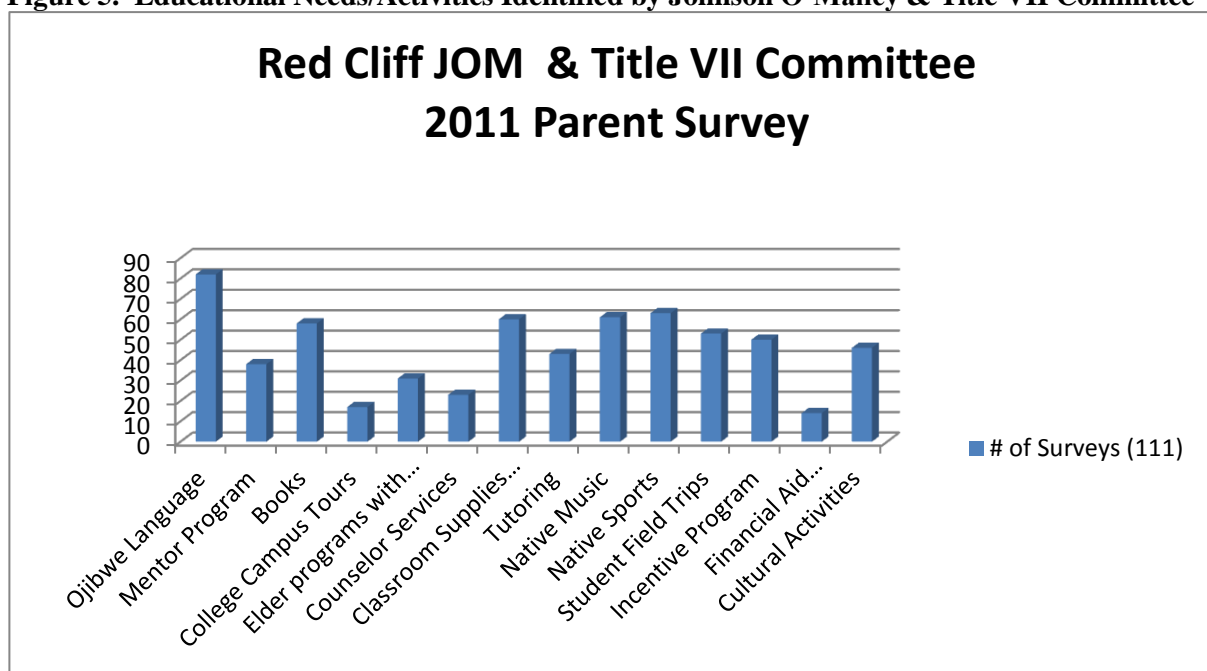
- 8 children ages 1 - 2 years old will have reached Level EC – 2.12  
This level includes language comprehension, basic word usage.
- 8 children ages 2 - 3 years old will have reached a language Level EC – 3.12  
This level includes language comprehension, word usage, and simple sentence development.

### ANA Objective 2: Supportive Language Instruction for Parents of 0-3 Year Olds

The Ginanda-gikendaamin – “We seek to learn” project will have provided supportive language instruction for the parents and/or families of 24 children total combined from the Waabooz 0-1 year old classroom, Amik 1-2 year old classroom, and Makwa 2-3 year old classroom of the Red Cliff Early Childhood Center to coincide with language instruction in the Center.

After Head Start, the majority of children attend kindergarten at the Bayfield Public School. Although the communication and relationships between ECC and the Bayfield School has improved over the past several years, concerns from many Red Cliff tribal members still exist. The perception is that when Red Cliff children leave the ECC (subsequent to a strong foundation in their language and culture traditions) ongoing support of language and culture is variably provided by the Bayfield School.

**Figure 5. Educational Needs/Activities Identified by Johnson O'Malley & Title VII Committee**



(JOM, Title VII, 2011)

The survey indicates that 83% of the parents who completed the survey would like to see more Ojibwe language activities within the Bayfield School. One parent commented, “*More Ojibwe heritage education; would like to see more classes that focus on the American Indian students towards American Indian history, culture, language. 78% American Indian students in this school—they deserve the proper education that is based on their heritage, their traditional values!!*”

**Table 19. Attendance data for Bayfield Kindergarten through Grade 3 for 2010-2011**

Grade	Native American					Non-Native			
	Qtr. 1	Qtr. 2	Qtr. 3	Final		Qtr. 1	Qtr. 2	Qtr. 3	Final
K	91%	88%	86%	88%		93%	94%	91%	95%
1	88%	92%	90%	90%		94%	97%	78%	92%
2	95%	93%	91%	92%		97%	95%	93%	93%
3	94%	93%	91%	92%		96%	96%	97%	97%

(Compiled by Anne Sullivan, Home-School Coordinator for Bayfield School/Red Cliff Community - taken from the Wisconsin state data under wis.gov and the WINSS program for Wisconsin State Schools)

In reviewing Bayfield's attendance data, overall attendance for Native students is lower compared to non-Native students during the 2010-2011 school years. Reasons are not given as to why the overall attendance is lower for Native students. Classroom teachers monitor and report their own attendance in grades K-3.

**Table 20. Native American Student Enrollment K-12**

Year	Native American Enrollment %	Non Native Enrollment %
2001-02	69%	31%
2002-03	74%	26%
2003-04	73%	27%
2004-05	69%	31%
2005-06	71%	29%
2006-07	74%	26%
2007-08	75%	25%
2008-09	77%	23%
2009-10	75%	25%
2010-11	75%	25%
2011-12	73%	27%

(Wisconsin Department of Public Instruction at data.dpi.state.wi.us, and Anne Sullivan, Bayfield School Home-School Coordinator)

The above table reflects total native and non-native student enrollment in grades K-12 for the past ten years. Native student enrollment has overall slightly increased during this period. This trend is consistent with other demographic data showing a steady tribal population increase over the past decade.

**Table 21. Bayfield High School Enrollment and Graduation Rates**

Year	Native American Enrollment %	Graduation Rates %	Diplomas	Dropouts	Non-Native Enrollment %
1996-97	69.7	95.2	93.1	6.9	30.3
1997-98	69.3	100	100	0	30.7
1998-99	71.2	100	100	0	28.8
1999-00	74.0	100	100	0	26.0
2000-01	75.8	97.4	95.2	4.8	24.2
2001-02	77.7	95.1	92.6	7.4	21.0
2002-03	76.4	100	100	0	23.6
2003-04	77.1	90.9	94.4	5.6	22.9
2004-05	77.9	75.0	70.4	29.6	21.0

2005-06	80.4	78.0	64.3	11.8	17.9
2006-07	83.1	86.7	76.5	6.7	15.6
2007-08	82.5	NA	NA	NA	16.3
2008-09	82.0	85.0	82.0	5.8	18.0
2009-10	83.0	90.0	90.0	6.6	17.0
2010-11	72.0	85.0	85.0	10.2	28.0

(Wisconsin Department of Public Instruction at [data.dpi.state.wi.us](http://data.dpi.state.wi.us))

The data reflects very low graduation rates during 2004-2005 and 2005-2006. Comments from interviews indicate students in those years that dropped out and did not graduate, and while in school, had many discipline and behavioral issues. A comment from a student who did graduate during that time indicated that some students returned the next year for school. It was also during this time the Bayfield School approved high school students studying for their high school equivalency diploma (HSED) outside of the school building. “When some of the students are not in school and on their own to study, there is no control over whether they finish or not.” Although some community members commented there are “too many dropouts,” the graduation rates in comparison to national graduation rates for American Indians (44.5%) show that the Bayfield School District has a better graduation rate than school districts in other parts of the country with high Native American student enrollment. The data also shows a decline in Native American student enrollment from 83% in 2009-2010, to 72% in 2010-2011.

## Part IX. Data Analysis of Red Cliff Specific Information

The Early Head Start program serves children 0-3 and prenatal mothers both through a home-based and center-based option at the ECC. Enrollment eligibility for Early Head Start is based on families’ highest needs for each available slot in the program. A pre-application form is used for each family seeking to enroll; they are scored accordingly in various areas of needs. Families receiving the high scores on the pre-application form are accepted into the available openings in the program.

ECC openings are advertised through local Red Cliff Community agencies, businesses, media sources, and direct mail to families with age eligible children. Referrals are taken from community members and professional organizations. The highest priority for enrollment is given to families with children with disabilities. Over income (over federal poverty guidelines) families (up to 49% enrollment) are offered enrollment provided all income-eligible families are being served.

Red Cliff community children are eligible for enrollment according to the following criteria:

- Special needs child, prenatal to age 5 (automatic)
- All Head Start carry over 4 year olds (automatic)
- 4-year olds with income eligible family (below federal poverty levels)
- 4-year olds with no Head Start experience
- 4-year olds with over income family
- 3-year olds with income eligible family
- 3-year olds with an over income family

In addition, the following factors are considered when enrollment decisions are made: first time parent, serious health issues, teen parent/pregnant teen, drug and alcohol abuse and/or domestic violence in the family, or an incarcerated family member. In 2010, the following additional risk factors were added to the pre-application: prenatal AODA exposure, parent diagnosed with mental illness, and high birth weight (associated with gestational diabetes).



There are 100 eligible Early Head Start children in the ECC service area that includes Red Cliff, Bayfield, and Washburn. There are 61 age eligible children for Head Start in the service area that includes Red Cliff and the surrounding ten geographic miles. The Family Forum Head Start in the city of Bayfield enrolls 19 children, eight are Native American. There are 12 in their home-based program, one is Native American.

**Existing Child Development and Child Care Programs and Services:** In the Red Cliff Community, the ECC is the only child development program. In April 2009, an integrated full day (8:00 a.m.-4:30 p.m.) classroom for 8 children ages 18 – 36 months began as a result of a collaborative effort between Early Head Start and Child Care Development Fund. Parents who need other day care send their children to family members or family childcare providers. Parents who are “income eligible” can use in-home day care services but this is difficult due to the fact there aren’t enough trained child care providers in the community. We expect the lack of available childcare options to continue as a result of decreased subsidy reimbursement and increased requirements.

**Geographical Location:** All Red Cliff families with age eligible children live on the reservation or in the surrounding areas near the reservation. Red Cliff community members and tribally enrolled Native Americans living within a 10 mile radius of the Red Cliff reservation are eligible for ECC services and bus transportation for children ages 3 to 5.

**Size and Tribal Composition of Age Eligible Children and Families:** According to the Red Cliff Community Health Center WIC program the Red Cliff birth rate in 2011 was 22. In viewing the age dispersal of tribal members in Bayfield County population report, the highest number of tribal members is in the 1-17 age range at 418 and the 18-29 age range at 403.

**Number and Ages of Early Head Start and Head Start Enrolled Children in 2011-12:** Tables 22, 23 give the most recent data for enrollment numbers and ages of Early Head Start and Head Start Children. These numbers change constantly. Data for waiting lists to enroll is specified in Tables 24 and 25.

**Table 22. Number of enrolled Early HS and Head Start children**

	Early Head Start Home-Based Enrollment	Early Head Start Center-Based Enrollment	Total EHS Enrollment	Total Head Start Enrollment (Federal/State)
Funded Enrollment	36	32	68	50
Actual Enrollment	36	32	68	50

(ECC Child Plus Enrollment Data, January 2012)

**Table 23. Ages of Early Head Start and Head Start enrolled children**

EHS Home-Based	EHS Center-Based	Head Start
Prenatals 4		
Birth- 1 year: 12	Birth- 1 year: 8	3 yrs: 27
1-2 yrs: 16	1-2 yrs: 13	4 yrs: 22
2-3 yrs: 4	2-3 yrs: 11	5 yrs: 1

(ECC Child Plus Enrollment Data, 2012)

**Table 24 EHS & HS 2009-2012 Waiting List Data – change over time**

2009-2011		2010-2011		2011-2012	
HS Waiting List #	EHS Waiting List #	HS Waiting List #	EHS Waiting List #	HS Waiting List #	EHS Waiting List #
1	21	0	28	3	32

(ECC Transition Manager Report, 2012)

**Table 25. Ages and number of children on waiting list for EHS & HS enrollment – not currently enrolled in any program option.**

2011-2012 EHS		Head Start	
Ages	Waiting List #	Ages	Waiting List #
Prenatal	8		
0-1	6	3	2
1-2	9	3-4	1
2-3	9	4-5	

(ECC Child Plus Enrollment Data, 2012)

There are 21 EHS Home-based children currently on the waiting list for center-based care. There are 56 projected eligible children for the 2012-2013 Head Start program year. Based on the numbers on the waiting lists over the last three program years, there is a need to increase the number of EHS center based opportunities for families with young children.

## Part X. Recommendations and Decisions

- Additional EHS center-based slots to address the need evidenced by waiting lists.
- Increase EHS home-based local travel budget to cover mileage for home visits to Washburn area families (within the identified service area; approximately 34 miles roundtrip).
- Increase emphasis on Ojibwe language and culture (in response to community and family input)
- Assess a potential change in program start time for EHS and HS from 8:00am to 7:45am (to address childcare challenges within the community). Additional information needs to be obtained to inform decision-making.
- Continue to provide GED classes sited at the ECC for parents and the community.
- Advocate for the return of the Lac Courte Oreilles tribal community college to the Red Cliff community (decreased opportunity for early childhood education/higher education for potential ECC staff).
- Implement the Active Early Learning 2.0 pilot project to increase physical activity, improve nutritional knowledge and prevent/reduce childhood obesity.
- Support new staff learning in the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid training.
- Continue to explore ways to support the ECC to kindergarten transition.
- Support the tribe's efforts to build an early learning, library and Ojibwe language immersion center.